

FORD ELEMENTARY

601 Lucas Avenue
Laurens, SC 29360

GRADES K-5 Elementary School

ENROLLMENT 425 Students

PRINCIPAL Susan Bagwell 864-984-3986

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	70	37	2

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

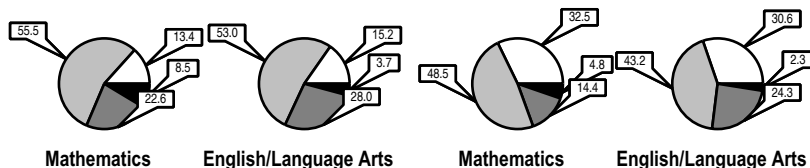
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	184	98.4	16.1	51.1	27.0	5.7	44.3	Yes	Yes
Gender									
Male	108	97.2	23.3	46.6	25.2	4.9	39.8		
Female	76	100.0	5.6	57.7	29.6	7.0	50.7		
Racial/Ethnic Group									
White	114	98.3	12.1	49.5	31.8	6.5	48.6	Yes	Yes
African-American	49	98.0	20.8	52.1	20.8	6.3	37.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	21	100.0	26.3	57.9	15.8	0.0	36.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	146	100.0	9.3	55.7	30.7	4.3	49.3		
Disabled	38	92.1	44.1	32.4	11.8	11.8	23.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	184	98.4	16.1	51.1	27.0	5.7	44.3		
English Proficiency									
Limited English Proficient	17	100.0	25.0	62.5	12.5	0.0	37.5	I/S	I/S
Non-Limited English Proficient	167	98.2	15.2	50.0	28.5	6.3	44.9		
Socio-Economic Status									
Subsidized meals	136	98.5	17.8	48.8	28.7	4.7	43.4	Yes	Yes
Full-pay meals	48	97.9	11.1	57.8	22.2	8.9	46.7		

Mathematics - State Performance Objective = 15.5%									
All Students	184	98.9	14.9	54.9	21.7	8.6	42.9	Yes	Yes
Gender									
Male	108	98.2	20.2	48.1	23.1	8.7	39.4		
Female	76	100.0	7.0	64.8	19.7	8.5	47.9		
Racial/Ethnic Group									
White	114	98.3	13.1	50.5	24.3	12.1	49.5	Yes	Yes
African-American	49	100.0	16.3	65.3	16.3	2.0	32.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	21	100.0	21.1	52.6	21.1	5.3	31.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	146	100.0	8.6	55.7	25.7	10.0	50.0		
Disabled	38	94.7	40.0	51.4	5.7	2.9	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	184	98.9	14.9	54.9	21.7	8.6	42.9		
English Proficiency									
Limited English Proficient	17	100.0	18.8	50.0	25.0	6.3	37.5	I/S	I/S
Non-Limited English Proficient	167	98.8	14.5	55.3	21.4	8.8	43.4		
Socio-Economic Status									
Subsidized meals	136	98.5	17.1	58.9	19.4	4.7	38.8	Yes	Yes
Full-pay meals	48	100.0	8.7	43.5	28.3	19.6	54.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	54	100.0	20.8	37.5	39.6	2.1	41.7
	Grade 4	68	100.0	22.4	55.2	20.7	1.7	22.4
	Grade 5	54	98.1	40.8	46.9	12.2	N/A	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	58	100.0	12.5	41.1	39.3	7.1	46.4
	Grade 4	43	100.0	4.7	74.4	18.6	2.3	20.9
	Grade 5	83	96.4	26.0	53.2	19.5	1.3	20.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	54	100.0	27.1	41.7	20.8	10.4	31.3
	Grade 4	68	100.0	13.8	69.0	10.3	6.9	17.2
	Grade 5	54	98.1	38.8	51.0	8.2	2.0	10.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	58	100.0	10.7	55.4	25.0	8.9	33.9
	Grade 4	43	100.0	9.3	51.2	32.6	7.0	39.5
	Grade 5	83	97.6	21.8	59.0	11.5	7.7	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 425)				
First graders who attended full-day kindergarten	95.2%	N/C	100.0%	100.0%
Retention rate	11.6%	Down from 11.9%	3.9%	2.7%
Attendance rate	95.2%	Up from 94.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%		5.3%	3.5%
Eligible for gifted and talented	5.2%	Up from 2.7%	5.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.7%	Up from 9.4%	8.0%	8.2%
Older than usual for grade	8.9%	Up from 8.5%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	48.5%	Up from 46.9%	48.5%	51.4%
Continuing contract teachers	78.8%	Down from 84.4%	81.8%	87.5%
Highly qualified teachers**	96.8%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.0%	0.0%
Teachers returning from previous year	73.6%	Up from 72.5%	83.8%	86.7%
Teacher attendance rate	96.9%	Down from 97.5%	94.8%	94.9%
Average teacher salary	\$39,121	Up 4.8%	\$39,915	\$40,760
Prof. development days/teacher	14.5 days	Up from 12.6 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.5 to 1	17.2 to 1	18.9 to 1
Prime instructional time	91.0%	Down from 91.8%	89.3%	90.0%
Dollars spent per pupil*	\$6,400	Down 43.6%	\$6,616	\$6,044
Percent of expenditures for teacher salaries*	61.8%	Down from 67.0%	64.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students and staff at Ford Elementary School met 14 out of the 15 possible categories measured by the federal guidelines in "No Child Left Behind" in 2003. The only category we failed to meet was student attendance. We celebrated the 14 we met. One of our goals for 2003-2004 has been to improve our student attendance. We have attempted to do this by putting some fun back into the school day and by offering incentives for good attendance. The administration and staff refuse to accept the expected excuses for low academic performance of our students. "NO EXCUSES" is our response. Presented with a problem, we start looking for solutions. Some of the answers for student success have come in the form of an outstanding literacy program, common planning time for teachers, assessment-driven instruction, data studies of assessments, innovative scheduling with uninterrupted teaching time, Universal Breakfast Program, outstanding staff development, Academy Time for those students needing additional help in specific skills, and fluid performance grouping across grade lines. Our overall academic goals for our students have been to prepare 4K through first grade students for success in school by filling any language and experience gaps through a print-rich and early numeracy environment. We strive for 80% or more of our 5K students to be reading on a level 5 or better by the end of the year, and to increase student achievement on our MAP benchmark testing from fall to spring in grades 1-5. Goals are set for yearly improvement in grades 2-5 as students meet individually with teachers of reading, language arts, and math. Teachers use the results from all three administrations of MAP to plan lessons and prepare students for success on the Palmetto Achievement Challenge Test (PACT). Approximately 100% of our parents have participated in teacher conferences, PTO meetings, and planning sessions for Student Academic Plans in order that they, too, can help their children succeed academically. NO EXCUSES = SUCCESS

Gigi Outz, Ed.D.

Principal

Kathy Snow

School Improvement Committee Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	67	35
Percent satisfied with learning environment	96.8%	90.9%	82.4%
Percent satisfied with social and physical environment	96.8%	91.0%	88.6%
Percent satisfied with home-school relations	86.7%	95.5%	68.6%

*Only students at the highest elementary school grade level at this school and their parents were included.